



# Edgewood Independent School District

## Gus Garcia Middle School 2026-2027 Turnaround Plan

### Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

**Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.**

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) [§39A.104](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.104](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.103](#) and [§39A.104](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

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Please select the date of board approval for this plan:

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As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) [§39A.104](#), the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

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## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Great Minds PBC

How many district staff members will be responsible for capacity building with this campus?

2

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Gus Garcia's improvement strategy is funded through the LIFT grant, Title I, Part A, and State Compensatory Education. Great Minds LIFT services, including 27 days of mathematics leadership coaching, PLC facilitation, observation and feedback support, and performance management routines, are funded by the district through the LIFT grant (Fund 429) and Title I, Part A (Fund 211, LIFT PLC Support). Campus costs include LIFT staff salaries and benefits (\$17,401, LIFT grant, Fund 429); LIFT PLC Support staff salaries and benefits (\$34,801, Title I, Part A, Fund 211); full-time math, literacy and science instructional coaches (\$205,948, Title I, Part A); targeted tutoring for students identified under the three campus priorities (\$40,000: \$30,000 Title I, Part A and \$10,000 State Compensatory Education); professional development pay for PLCs and data days (\$15,000, Title I, Part A); and intervention materials and adaptive programs (\$7,000, Title I, Part A). Campus costs total \$320,150.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The core strategy does not depend on one grant. If LASO or other competitive funds are not awarded, Edgewood ISD will fund the highest-leverage components from Title I, Part A, State Compensatory Education and local funds, in this order: (1) HQIM implementation and weekly PLCs; (2) instructional coaching and the tiered observation and feedback cycle; (3) the intervention teachers and targeted intervention; and (4) targeted tutoring. District coaching staff would take on the leader and PLC facilitator coaching now delivered through LIFT, using the LIFT tools and protocols already adopted districtwide. This order applies to both years of the plan.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district redistributes talent and resources to Gus Garcia in proportion to its Turnaround Plan requirement and CSI identification:

**Talent:** Within the campus, the highest-growth teachers are placed in the highest-need grades and courses.

**Leadership support:** A principal manager meets weekly with the principal to review milestone progress, walkthrough and PLC data, and student progress.

**District facilitation:** The district RLA coordinator facilitates the weekly grades 6–8 RLA PLCs on campus, supported by the RLA instructional coach and an assistant principal.

**Coaching:** The district funds 27 days of Great Minds coaching for mathematics leadership coaching, PLC facilitation and observation calibration. Full-time math, literacy and science instructional coaches support PLCs and coaching cycles on a set weekly schedule. Coaching intensity is matched to teacher need, with the most frequent walkthroughs and feedback for Tier 4 and new teachers.

**Intervention staffing:** Two intervention teachers, one for grade 6 and one for grades 7–8, provide targeted intervention for identified students.

**Funding:** Campus and CSI (Title I, Part A 1003) funds are prioritized for intervention and instructional supports for the student groups identified in Closing the Gaps.

**Staffing:** The district prioritizes filling Gus Garcia's open positions with certified staff so every classroom and service is fully staffed.

## Curriculum and Instruction

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Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

285

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

285

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency   | Purpose (how will these results be used)                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------|---------------------------------------|--------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other              | Diagnostic                            | District           | BOY/MOY/EOY | NWEA MAP Growth in reading, mathematics, and science, given at the beginning, middle, and end of the year, sets each student's baseline and projected STAAR performance level and measures growth across the year. Results are used to identify students for intervention under the three campus priorities, form intervention groups, set coaching priorities, and monitor progress at the Superintendent Accountability Meetings. |

| Type of Assessment          | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------|---------------------------------------|--------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Based Assessment |                                       | District           | Monthly   | <p>Curriculum-based assessments are embedded in the district's high-quality instructional materials and given on the district assessment calendar.</p> <p>Math: Bluebonnet Learning grades 6–8 includes daily exit tickets and a Mid-Module Assessment for each module. In weekly math PLCs, teachers analyze exit tickets and Mid-Module results through the Student Work Analysis Protocol to find misconceptions, plan next-day reteaching, and adjust small-group instruction and intervention.</p> <p>RLA: SpringBoard includes Embedded Assessments in each unit. In weekly RLA PLCs, teachers analyze results and student writing to identify gaps in comprehension and use of text evidence, and results guide reteaching, small groups, and the next unit's focus. Results in both subjects are also reviewed in the monthly LIFT Performance Management Routine with Great Minds and district leaders to monitor whether HQIM implementation is producing student mastery.</p> |

| Type of Assessment  | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------|---------------------------------------|--------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STAAR Released Test |                                       | District           | Semester  | STAAR Released Assessments give grades 6–8 students a full-length STAAR-format experience in Eduphoria twice a year, in the fall and in February. Before deciding on an instructional response, PLCs sort the assessed TEKS into Taught, In Progress and Not Yet Taught. Decisions focus on Taught and In Progress TEKS. Not Yet Taught content is planned for, not remediated. Teachers and leaders analyze results by student, TEKS and student group to adjust intervention and set reteach priorities. The fall administration is the first check on whether students in intervention are moving toward Approaches and Meets, and the February administration confirms readiness before STAAR. Results are reviewed at the Superintendent Accountability Meetings in November and March. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus monitors student growth using NWEA MAP Growth, administered at the beginning, middle, and end of the year, along with STAAR Released Assessments and curriculum-based assessments. After each MAP window, the Research, Evaluation, Assessments, and Accountability (REAA) department provides growth reports that compare each student's current performance with 2026 STAAR, so the campus can see which students are on track to meet their growth targets and which students who reached Meets in 2026 are at risk of falling below it. Growth data is tracked by student, grade level, content area, and student group, including emergent bilingual students and students receiving special education services. Each student's projected growth is recorded in campus growth trackers that are updated after every assessment, and leaders and teachers use the Eduphoria Aware multi-test view to follow individual growth across assessments. Emergent bilingual students' English language proficiency growth is tracked from 2026 TELPAS results to the Summit K12 MOY assessment.

Teachers review student progress weekly in PLCs, using the Great Minds Student Work Analysis Protocol (SWAP) to analyze curriculum-based assessments and student work, identify students who are not making expected growth, and plan reteaching, small-group instruction, and intervention. Intervention teachers track the progress of the students they serve and share it in grade-level PLCs. Growth for students under the three campus priorities is checked at each assessment checkpoint. If a student shows no measurable growth, the PLC re-diagnoses using student work, names the barrier, and adjusts Tier 1 instruction, scaffolds, intervention grouping and coaching within the following week. Campus leaders review growth data weekly to monitor progress by grade level, content area, and student group and to ensure instructional adjustments are made.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Students below grade level: Students are identified through MAP Growth, STAAR Released Assessments, and curriculum-based assessments, and grouped by skill need under the three campus priorities. Two intervention teachers, one for grade 6 and one for grades 7–8, provide targeted small-group intervention in mathematics and reading during a daily intervention period, with adaptive practice in IXL and Zearn. Students identified under the campus priorities also receive targeted tutoring. Progress is monitored through exit tickets, curriculum-based assessments, and growth trackers, and groups are adjusted as students progress.

Students receiving special education services: Students receive intervention aligned to their IEP goals, along with inclusion and co-teach support during core instruction and resource support as required by their IEPs. Special education teachers take part in PLCs so accommodations and specially designed instruction are planned with grade-level lessons.

Emergent bilingual students: Students receive content instruction with language supports planned in PLCs, using sheltered instruction strategies to build academic speaking and writing. TELPAS data is used to target the weakest language domains. Students also complete weekly TELPAS practice in Summit K12, and a MOY assessment measures their progress from 2026 TELPAS results to guide language-focused small groups.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content. Each grade, 6 through 8, has a weekly math PLC and a weekly RLA PLC, and teachers attend the PLC for the grade and content they teach. Science and social studies teachers meet in weekly content PLCs. Special education, bilingual and ESL teachers are assigned to the grade-level PLCs for the students they serve, so every teacher has a common PLC each week.

## How frequently will PLCs occur?

PLCs meet weekly during a protected common planning period in the school day, so every teacher, including special education, bilingual and ESL staff, has at least one PLC of 45 minutes or more each week. Each grade has a 50-minute math PLC and a 57-minute RLA PLC:

Grade 6: math on Tuesday, RLA on Wednesday

Grade 7: math on Wednesday, RLA on Tuesday

Grade 8: math on Wednesday, RLA on Tuesday

Science and social studies PLCs meet weekly for at least 45 minutes.

Additional common planning time is added as the master schedule allows.

## Who will facilitate PLCs?

PLCs are facilitated by district and campus instructional leaders who know the adopted instructional materials:

Grade 6 math: Assistant Principal 1

Grades 7–8 math: Math instructional coach

Grades 6–8 RLA: District RLA coordinator, supported by the literacy instructional coach and Assistant Principal 2

Science: Science instructional coach

Social studies: Social Studies instructional coach, supported by the principal

Each facilitator is trained in the curriculum their PLC uses (Bluebonnet Learning for math, SpringBoard for RLA, and the adopted science (HMH) and social studies materials) and in the LIFT PLC protocol. A Great Minds coach supports math PLC facilitation throughout the year, and the district RLA coordinator brings district-level SpringBoard expertise to every RLA PLC. Facilitators use PLC time to align lessons to the TEKS and the rigor of STAAR, analyze student work, and plan reteaching and intervention, so that planning leads directly to stronger instruction and improved student outcomes.

## Who is required to attend PLCs?

**Teachers:** All teachers, including special education, bilingual and ESL staff, are required to attend at least one common PLC of 45 minutes or more each week. Math, RLA, science and social studies teachers attend their grade-level or content PLCs. Special education, bilingual and ESL teachers are assigned to grade-level PLCs based on the students they serve and need, and are required to attend those PLCs, where they provide guidance and feedback on supports for their students. Teachers also take part in additional common planning time as the master schedule allows.

**Administrators:** Campus administrators attend the PLCs they facilitate or support.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

PLCs follow the LIFT PLC protocol, supported by Great Minds, which builds in dedicated time for four PLC types across each module or unit:

Module/unit internalization: Before each module or unit begins, teachers study its goals, standards, assessments and lesson sequence.

Lesson internalization: Teachers work through upcoming lessons, identify key learning and likely misconceptions, and plan checks for understanding.

Lesson rehearsal: Teachers practice key parts of the lesson and receive feedback from the facilitator and peers.

Student work analysis: Teachers use the Great Minds Student Work Analysis Protocol (SWAP) to review exit tickets and curriculum-based assessments in Bluebonnet Learning math and SpringBoard RLA, identify gaps, and plan reteaching and intervention.

Special education and bilingual teachers provide guidance on accommodations, specially designed instruction and language supports.

PLCs anchor one instructional response cycle: lessons are internalized in PLC, leaders walk classrooms to see those lessons taught, each teacher receives one high-leverage action step within 48 hours, exit tickets and student work come back to the next PLC, and teachers plan reteaching and intervention before a follow-up walkthrough checks the action step.

Upload PLC agenda (optional):

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## Capacity Building

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Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role              | Training/PD Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Delivered By                                                                                                     | Attended By       |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------|
| Principal Manager | <p>Leadership: The principal manager attends Great Minds LIFT leader training with campus administrators on change management, observation and feedback, and PLCs. The principal manager also takes part in monthly LIFT Performance Management Routines, implementation team calibration walks each semester, and monthly District Leadership Team meetings, and receives training on data-informed coaching cycles and T-TESS calibration.</p> <p>Special populations: The principal manager receives updates on special education and bilingual/ESL program requirements to support campus leaders in serving these student groups.</p> <p>New to role: The principal manager meets at least biweekly with a designated district administrator during the first two years in the role.</p>                                                                                                                                       | Great Minds; district leadership; district Special Education and Bilingual departments                           | Principal Manager |
| Principal         | <p>Leadership: The principal attends Great Minds LIFT leader training and receives job-embedded Great Minds coaching across four coaching arcs: implementation success planning and TEA upfront training, leadership knowledge of the curriculum, effective PLC facilitation, and using observations to support performance management. Each coaching day includes classroom observation using the TEA calibration protocol. The principal also attends monthly principal meetings on curriculum implementation (Bluebonnet Learning math and SpringBoard RLA) and observation and feedback, and weekly meetings with the principal manager.</p> <p>Special populations: Principal meetings include training on building inclusive systems, special education compliance, ESL program requirements and strategic staffing. The principal takes part in special education inclusion walks with district special education staff.</p> | Great Minds; principal manager; district Curriculum and Instruction, Special Education and Bilingual departments | Principal         |

| Role    | Training/PD Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Delivered By                                                                                                                                                                         | Attended By                                                                  |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Teacher | <p>Math: Great Minds training for Bluebonnet Learning grades 6–8 math, Zearn and IXL training, and a launch for new math teachers.</p> <p>RLA: District training on SpringBoard and on the RLA unit and lesson internalization protocols.</p> <p>Science and social studies: District training on the adopted science and social studies instructional materials.</p> <p>Special education: District training in specially designed instruction, implementing accommodations, IEP progress monitoring and data collection, and literacy instruction, along with monthly case manager meetings.</p> <p>Bilingual/ESL: 7 Steps to a Language-Rich, Interactive Classroom and TELPAS training, including weekly TELPAS practice in Summit K12.</p> <p>Ongoing: Weekly LIFT PLCs, coaching cycles with the math, literacy and science instructional coaches, and feedback within 48 hours of each formal walkthrough.</p> <p>Differentiated: New, uncertified and Tier 3–4 teachers receive weekly to twice-weekly observation and coaching.</p> | <p>Great Minds; district coordinators and instructional coaches; district Special Education and Bilingual departments; principal, assistant principals and instructional coaches</p> | <p>All teachers, including special education, bilingual and ESL teachers</p> |

| Role                                                                               | Training/PD Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Delivered By                                                                                                                                                        | Attended By             |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Other<br>Campus<br>Admin<br>(Assistant<br>Principals,<br>Instructional<br>Coaches) | <p>Leadership: Assistant principals receive Great Minds coaching on each coaching day on success planning, classroom and PLC observation, and feedback, and Great Minds coaches observe the PLCs they facilitate. The assistant principal who supports RLA PLCs builds facilitation skill weekly alongside the district RLA coordinator. Assistant principals also attend monthly assistant principal meetings on curriculum implementation and observation and feedback, quarterly content sessions with district coordinators, and the principal's LIFT calibration walks.</p> <p>Special populations: Assistant principal meetings include LPAC training, special education compliance and scheduling, and ESL program requirements, and assistant principals join walkthroughs with district bilingual staff.</p> <p>New to role: Assistant principals in their first two years meet at least biweekly with a mentor.</p> | Great Minds;<br>district<br>Curriculum<br>and<br>Instruction,<br>Special<br>Education<br>and Bilingual<br>departments;<br>district RLA<br>coordinator;<br>principal | Assistant<br>Principals |

| Role                                                                               | Training/PD Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Delivered By                                                                                                                                                 | Attended By              |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Other<br>Campus<br>Admin<br>(Assistant<br>Principals,<br>Instructional<br>Coaches) | <p>Math coach: Great Minds coaching sessions on PLC facilitation, classroom observation and feedback, and leading coaching cycles, plus district training on Bluebonnet Learning grades 6–8 math, Zearn and IXL.</p> <p>Literacy coach: District training on SpringBoard and on the RLA unit and lesson internalization protocols, with weekly support from the district RLA coordinator in RLA PLCs.</p> <p>Science coach: District training on the adopted science instructional materials and on aligning instruction to the rigor of STAAR science.</p> <p>All coaches: Research-based instructional strategies (RBIS) training and calibration walks on the LIFT walkthrough tools, including the principal's calibration walks.</p> <p>Special populations: Collaborative sessions with the district Special Education and Bilingual departments on supporting students with disabilities and emergent bilingual students in Tier 1 lessons.</p> <p>New to role: Biweekly mentoring sessions for coaches in the first two years in their role.</p> | Great Minds;<br>district math,<br>literacy and<br>science<br>coordinators;<br>district<br>Special<br>Education<br>and Bilingual<br>departments;<br>principal | Instructional<br>Coaches |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

#### Teachers

Current state of talent: At the beginning of the year, campus administrators tiered all teachers by experience and effectiveness, using years of experience, prior student growth, T-TESS and walkthrough data. Of the campus's 41 teachers, 16 (39%) have five or fewer years of experience, and 6 have two or fewer years. Nine hold a TIA designation (5 Exemplary and 4 Recognized). One teacher is identified as Tier 4, and the campus has one current vacancy for a special education inclusion/resource teacher. Four teachers are currently working towards certification.

Tiered support: Coaching intensity follows the tier. Tier 1–2 teachers are observed every other

week, Tier 3 teachers weekly, and Tier 4, new and uncertified teachers twice weekly, with feedback within 48 hours of each formal walkthrough. Identified teachers also receive daily co-teaching with an instructional coach.

New teachers (0–2 years): Teachers attend the new teacher launch and receive weekly co-planning and coaching cycles with instructional coaches on research-based instructional strategies and effective use of HQIM.

Math: Support internalizing Bluebonnet Learning grades 6–8 lessons, focused on conceptual understanding, multistep problem solving and applying learning to new situations.

RLA: Support with SpringBoard lesson internalization, close reading of complex texts, text-based writing, and structured academic discussion.

Uncertified teachers: Uncertified teachers receive the same twice-weekly observation and coaching as new teachers, plus an individual certification plan with target dates, district support for certification exam preparation, and regular check-ins with the principal on progress toward certification.

Teachers without a track record of success: Identified teachers receive daily co-teaching with an instructional coach in their content area, following a gradual release: the coach models, co-teaches, then observes as the teacher leads. Teachers also receive coaching cycles built on high-leverage action steps from the LIFT observation tools, Great Minds modeling and real-time coaching, and additional lesson rehearsal in PLCs. Tier 4 teachers have written support plans with a timeline, signed by the principal and district leadership, and Tier 3 teachers who do not respond to intervention move to an intensive support plan with a clear improvement timeline. Placement decisions for teachers who do not improve are made with the principal manager.

## Leaders

New to role (less than two years): Administrators, instructional coaches and the principal manager in their first two years in the role are assigned a mentor and meet at least biweekly.

All campus leaders: The principal meets weekly with the principal manager, and assistant principals meet at least biweekly with a designated district administrator.

Leaders without a track record of success: For administrators and the principal manager, Great Minds coaching arcs are set from each leader's needs assessment and follow a gradual release: the Great Minds coach and leader co-plan and co-facilitate PLCs and observations, then the leader leads independently and receives feedback. In RLA, the assistant principal builds PLC facilitation skill alongside the district RLA coordinator using the same gradual release.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

### Tools

Classroom walkthroughs: The LIFT Math Observation Tool for mathematics and Algebra I, and the LIFT RLA tool, and a content-agnostic tool for science, social studies and other content areas. Formal walkthroughs are scored on the tool, assign one high-leverage coaching action step, and are documented in Eduphoria.

PLCs: The LIFT PLC Observation Tool, used by campus leaders, the principal manager and Great Minds.

Leadership coaching: The Great Minds Implementation Success Planning workbook and the Framework for Implementation Success indicator guides, used to track leaders' progress on PLCs, observation and feedback, and performance management.

### Look-fors

Look-fors match the training teachers and leaders receive in PD, PLCs and coaching, so observation data shows whether that training is reaching classrooms. The campus's three instructional focus areas for 2026–27 are Explicit Modeling, Breadth of Practice, and Checking for Understanding, with a target of 80% of observed instruction at Level 3 on the LIFT tools.

Math: Evidence of lesson internalization; a focused explicit model; mathematical reasoning made visible on multistep problems; more student practice than teacher talk; and checks for understanding with responses to student errors.

RLA: Evidence of SpringBoard lesson internalization; close reading of complex texts; text-based writing and discussion that uses evidence; and checks for understanding during guided and independent practice.

Science and social studies: Instruction at the rigor of the TEKS, with students reading, writing and reasoning with sources and evidence.

All classrooms: Research-based instructional strategies (RBIS), student engagement and discourse (an 80/20 student-to-teacher talk ratio), a strong learning environment, and implementation of the teacher's assigned coaching action step.

Special populations: Accommodations and specially designed instruction for students with disabilities, and structured academic speaking and writing with language supports for emergent bilingual students.

PLCs: Module/unit internalization, lesson internalization, lesson rehearsal, student work

analysis, and guidance from special education, bilingual and ESL teachers.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Other

Please describe the observation frequency:

Tier 1–2 teachers: walkthrough every other week; formal observation monthly. Tier 3 teachers: walkthrough weekly; formal observation every other week. Tier 4, new and uncertified teachers: walkthroughs twice weekly; formal observation weekly. Every formal observation receives feedback within 48 hours with one high-leverage action step, and tiers are adjusted at each assessment checkpoint.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Special education (24% of enrollment): Teachers receive district training in specially designed instruction, accommodations and modifications, inclusive practices and co-teaching, and IEP progress monitoring and data collection, with on-site coaching and mentoring for new special education teachers. Inclusion teachers in math and RLA attend content PLCs so accommodations and specially designed instruction are planned within lesson internalization, and IEP supports and co-teach schedules are reviewed for students receiving special education services who are on the campus's intensive caseload. A dyslexia teacher serves grades 6–8. Administrators receive training on building inclusive systems, special education compliance, and scheduling and service delivery, and campus leaders take part in special education inclusion walks with district special education staff to monitor accommodations and specially designed instruction in inclusion classrooms.

Emergent bilingual (32% of enrollment): Teachers receive training in 7 Steps to a Language-Rich, Interactive Classroom, academic language development and TELPAS, with coaching on language objectives and second language acquisition strategies. All core teachers use a daily structured speaking routine, and RLA and social studies teachers assign a weekly TELPAS-rubric writing task. An Assistant Principal monitors students closest to advancing a proficiency level, and students complete weekly TELPAS practice in Summit K12. Administrators receive LPAC training and training on ESL program requirements and TELPAS data, and conduct walkthroughs with district bilingual staff, with student talk with language support as a walkthrough look-for.

## Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

### Milestone 1

Description – What specific action or deliverable will be completed?

Train PLC facilitators on the LIFT PLC protocol and SWAP, and calibrate the leadership team on the LIFT Math Observation Tool, LIFT Reading Observation Tool, and the LIFT content-agnostic tool.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals; instructional coaches; district RLA coordinator

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) LIFT PLC Observation Tool results showing the protocol in use in math and RLA PLCs
- 2) Calibration log and Eduphoria report showing walkthrough cadence met for at least 90% of scheduled walks, with 48-hour feedback by tier

Support Needed – What training, coaching, resources, or tools are required?

Great Minds PLC facilitation coaching and calibration with Great Minds and the principal manager

### Milestone 2

Description – What specific action or deliverable will be completed?

Launch coaching cycles for new, Tier 3 and Tier 4 teachers, with weekly co-planning of Bluebonnet Learning and SpringBoard lessons with instructional coaches and daily co-teaching for identified teachers, and put written support plans with a timeline in place for Tier 4 teachers. Each teacher works on one high-leverage action step identified from walkthrough evidence and student work.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

### Responsible Roles – Who is accountable for this milestone?

Principal; instructional coaches; principal manager

### Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) Coaching cycle calendar, co-teaching schedule and logs, and signed Tier 4 support plans
- 2) Walkthrough data showing at least 75% of coached teachers implementing their action step at follow-up, and exit ticket results from those lessons showing improved student mastery

### Support Needed – What training, coaching, resources, or tools are required?

Great Minds coaching on each of the 27 coaching days; principal manager review of coaching assignments and support plans in weekly meetings with the principal

## Milestone 3

### Description – What specific action or deliverable will be completed?

Set the campus's three priorities and a MOY growth target for each, using 2026 STAAR and BOY MAP data, and present them at Superintendent Accountability Meeting 1. Use the BOY data to regroup students in the daily intervention class by skill need under each priority, including special education and emergent bilingual students, with IXL and Zearn for adaptive practice.

### Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

### Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals

### Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) Accountability Meeting 1 presentation with the three priorities and their MOY targets
- 2) Intervention rosters by priority and a monthly intervention progress-monitoring tracker (IXL and Zearn skill mastery and exit tickets), with documented regrouping decisions

Support Needed – What training, coaching, resources, or tools are required?

BOY data reports and growth tables from the Research, Evaluation, Assessments, and Accountability (REAA) department to identify students; ongoing IXL and Zearn implementation support

## Milestone 4

Description – What specific action or deliverable will be completed?

Analyze the fall released STAAR, Mid-Module Assessments and SpringBoard Embedded Assessments with SWAP and put reteach plans in place.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; PLC facilitators; teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) SWAP records and reteach plans with Taught/In Progress/Not Yet Taught TEKS sort
- 2) Follow-up exit ticket results showing the effect of reteaching

Support Needed – What training, coaching, resources, or tools are required?

Ongoing REAA support with the Eduphoria Aware multi-test view, which teachers and administrators use to track individual student growth across released STAAR and curriculum-based assessments; Great Minds SWAP facilitation in math PLCs; district RLA coordinator support for reteach planning

## Milestone 5

Description – What specific action or deliverable will be completed?

Strengthen Tier 1 supports for students with disabilities and emergent bilingual students by training teachers on specially designed instruction, accommodations, co-teaching and 7 Steps language strategies, and launching the daily structured speaking routine in every core class.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

### Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals

### Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) Training sign-in sheets
- 2) Walkthrough data showing language strategies and student talk with language support in at least 80% of walkthroughs before TELPAS, and accommodations and specially designed instruction evident in at least 80% of observed inclusion classrooms

### Support Needed – What training, coaching, resources, or tools are required?

District Special Education department training, inclusion walks and on-site coaching on specially designed instruction, accommodations and co-teaching; district Bilingual department training on 7 Steps to a Language-Rich, Interactive Classroom and TELPAS, with joint walkthroughs focused on supports for emergent bilingual students

## Milestone 6

### Description – What specific action or deliverable will be completed?

Complete the MOY stepback in the LIFT performance management routine in February–March 2027, review progress toward each priority's MOY target by student group, and, for students not on track, adjust intervention groups, Tier 1 scaffolds, teacher tiers, coaching and milestones within two weeks.

### Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

### Responsible Roles – Who is accountable for this milestone?

Principal; principal manager; DCSI

### Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) MOY performance management deck showing MAP growth for students under each priority, by student group
- 2) Updated intervention and tier rosters and milestone adjustments

Support Needed – What training, coaching, resources, or tools are required?

MOY MAP reports and growth tables by student group from REAA; Eduphoria walkthrough and LIFT PLC Observation Tool trend data; Great Minds facilitation of the MOY performance management routine; Region 20 SI case manager support for the MOY stepback; district Special Education and Bilingual department input on intervention adjustments

## Milestone 7

Description – What specific action or deliverable will be completed?

Conduct calibrated classroom walks with Great Minds and district coordinators in January and March to identify where Bluebonnet Learning and SpringBoard lessons are not taught as designed, and adjust coaching assignments and PLC focus.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; principal manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) Calibrated walk notes (January and March)
- 2) Updated coaching assignments and PLC calendar, with walkthrough data and curriculum-based assessment results showing improvement from baseline

Support Needed – What training, coaching, resources, or tools are required?

Great Minds and district math, literacy and science coordinators for calibrated walks

## Milestone 8

Description – What specific action or deliverable will be completed?

Analyze the spring released STAAR with SWAP and complete a readiness review and reteach plan for every student in intervention.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

### Responsible Roles – Who is accountable for this milestone?

Principal; PLC facilitators

### Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) SWAP records with the Taught/In Progress/Not Yet Taught TEKS sort and reteach plans
- 2) Spring readiness report identifying students near Approaches and near Meets, by student group, with follow-up results after reteaching

### Support Needed – What training, coaching, resources, or tools are required?

Ongoing REAA support with the Eduphoria Aware multi-test view; Great Minds SWAP facilitation in math PLCs; district RLA coordinator support in RLA PLCs

## Milestone 9

### Description – What specific action or deliverable will be completed?

Complete the EOY LIFT performance management routine (May–June 2027), review 2027 STAAR and EOY MAP results against the Year 1 student outcome goals, set Year 2 adjustments, and submit the June Improvement Reflection.

### Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

### Responsible Roles – Who is accountable for this milestone?

DCSI; principal; principal manager

### Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) EOY performance management routine
- 2) June Improvement Reflection with milestone completion status, progress toward each student outcome goal, and Year 2 adjustments

### Support Needed – What training, coaching, resources, or tools are required?

STAAR and EOY MAP reports from REAA; Great Minds performance management support

## Milestone 10

Description – What specific action or deliverable will be completed?

Use 2027 STAAR, EOY MAP and walkthrough data to build the 2027–28 master schedule with protected weekly PLCs for every content team and the daily intervention period, re-tier teachers, fill open positions with certified teachers, and complete summer PD for new teachers and PLC facilitators.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; principal manager; Human Resources

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) 2027–28 master schedule with protected PLC time, facilitator assignments and the intervention period, confirmed in place before the first day of school
- 2) Teacher tier roster, staffing roster and summer PD sign-in sheets

Support Needed – What training, coaching, resources, or tools are required?

2027 STAAR and EOY MAP reports from REAA; Human Resources staffing support; Great Minds implementation success planning with campus leaders; principal manager approval of the master schedule and PD plan

## Milestone 11

Description – What specific action or deliverable will be completed?

Move PLC facilitation to gradual release: campus facilitators lead math and RLA PLCs independently, with Great Minds and the district RLA coordinator observing and giving feedback, and teacher leaders begin co-facilitating.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals; instructional coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) LIFT PLC Observation Tool results showing at least 80% of campus-led PLCs at the proficient level
- 2) PLC facilitator schedule naming campus facilitators and teacher-leader co-facilitators

Support Needed – What training, coaching, resources, or tools are required?

Great Minds observation and feedback on campus-led PLCs; district RLA coordinator feedback; principal manager review

## Milestone 12

Description – What specific action or deliverable will be completed?

Set the Year 2 campus priorities and MOY growth targets from 2027 STAAR and BOY MAP data, presented at Superintendent Accountability Meeting 1, and rebuild intervention rosters and tutoring groups for students identified under each priority.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals; intervention teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) Accountability Meeting 1 presentation with Year 2 priorities and MOY targets set from Year 1 results
- 2) Updated intervention and tutoring rosters by priority, including special education and emergent bilingual students, and the monthly intervention progress-monitoring tracker

Support Needed – What training, coaching, resources, or tools are required?

BOY data reports and growth tables from REAA; ongoing IXL and Zearn implementation support

## Milestone 13

Description – What specific action or deliverable will be completed?

Launch Year 2 coaching cycles and co-teaching for new, Tier 3 and Tier 4 teachers, including new hires, and review support plans for teachers who did not reach their Year 1 action steps.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; instructional coaches; principal manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) Coaching cycle calendar, co-teaching schedule and logs, and updated support plans
- 2) Walkthrough data showing at least 80% of coached teachers implementing their action step at follow-up

Support Needed – What training, coaching, resources, or tools are required?

Great Minds coaching on each coaching day; principal manager review of coaching assignments and placement decisions in weekly meetings with the principal

## **Milestone 14**

Description – What specific action or deliverable will be completed?

Analyze the fall released STAAR and curriculum-based assessments with SWAP, put reteach plans in place, and confirm whether students in intervention are moving toward Approaches and Meets.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; PLC facilitators; teachers; intervention teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) SWAP records and reteach plans
- 2) Fall released STAAR results by priority and student group, with follow-up exit ticket results

Support Needed – What training, coaching, resources, or tools are required?

Ongoing REAA support with the Eduphoria Aware multi-test view; Great Minds SWAP feedback in math PLCs

## Milestone 15

Description – What specific action or deliverable will be completed?

Complete the Year 2 MOY stepback in the LIFT performance management routine in February–March 2028, review progress toward each priority's MOY target by student group, and adjust intervention groups, Tier 1 scaffolds, teacher tiers, coaching and milestones within two weeks.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; principal manager; DCSI

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) MOY performance management deck by priority and student group
- 2) Updated intervention and tier rosters and milestone adjustments

Support Needed – What training, coaching, resources, or tools are required?

MOY MAP reports and growth tables from REAA; Great Minds facilitation of the MOY performance management routine; Region 20 SI case manager support

## Milestone 16

Description – What specific action or deliverable will be completed?

Review supports for students with disabilities and emergent bilingual students through joint walkthroughs with the district Special Education and Bilingual departments, and adjust co-teaching, accommodations and language supports before TELPAS and STAAR.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) Joint walkthrough notes and inclusion walk data
- 2) Walkthrough data showing language supports and specially designed instruction in at least 85% of observed classrooms

Support Needed – What training, coaching, resources, or tools are required?

District Special Education and Bilingual department walkthroughs and coaching; TELPAS practice data from Summit K12

## Milestone 17

Description – What specific action or deliverable will be completed?

Analyze the spring released STAAR with SWAP and complete a readiness review and reteach plan for every student in intervention.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; PLC facilitators

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) SWAP records with the Taught/In Progress/Not Yet Taught TEKS sort and reteach plans
- 2) Spring readiness report identifying students near Approaches and near Meets, by student group, with follow-up results after reteaching

Support Needed – What training, coaching, resources, or tools are required?

Ongoing REAA support with the Eduphoria Aware multi-test view; Great Minds and district RLA coordinator feedback in PLCs

## Milestone 18

Description – What specific action or deliverable will be completed?

Complete the EOY LIFT performance management routine (May–June 2028), review 2028 STAAR and EOY MAP results against the two-year student outcome goals and the TAP goal of a C or better rating or CSI exit, and submit the June Improvement Reflection.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

DCSI; principal; principal manager; superintendent

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) EOY performance management routine and a two-year results summary compared with 2026 baseline results
- 2) June Improvement Reflection with milestone completion status and progress toward each student outcome goal

Support Needed – What training, coaching, resources, or tools are required?

STAAR and EOY MAP reports from REAA; Great Minds performance management support

## Milestone 19

Description – What specific action or deliverable will be completed?

Finalize a sustainability plan that keeps HQIM implementation, campus-led LIFT PLCs, tiered coaching and the intervention period in place after the Turnaround Plan, including the 2028–29 master schedule, PLC facilitators and funding.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

DCSI; principal; principal manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

- 1) 2028–29 master schedule and PLC facilitator assignments
- 2) Sustainability plan naming the district owner, monitoring schedule, staffing commitments, and budget and funding sources

Support Needed – What training, coaching, resources, or tools are required?

District budget and Human Resources planning support; Great Minds implementation success planning

## Performance Management

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Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders monitor implementation through a layered performance management routine that tracks both milestone completion and progress toward the student outcome goals in reading, math, science, and social studies across both years of the plan.

Campus leaders (weekly): The principal and leadership team review walkthrough and feedback data, LIFT PLC Observation Tool results, and student data from exit tickets, Mid-Module Assessments, SpringBoard Embedded Assessments and the intervention progress-monitoring tracker, and update the milestone tracker.

Principal manager (weekly): The principal manager meets with the principal to review milestone status, walkthrough and PLC data, student progress, and Tier 4 support plans.

District leaders (monthly): The district implementation team, including the principal manager and DCSI, meets monthly with Great Minds in the LIFT performance management routine. The team reviews MAP, curriculum-based assessment and observation data, checks upcoming milestones, and sets action items with owners and due dates. The BOY, MOY and EOY stepbacks review progress on the three campus priorities by student group and adjust milestones as needed.

Superintendent (quarterly): Superintendent Accountability Meetings at each assessment checkpoint review progress toward the student outcome goals and milestone status.

At each checkpoint, leaders review progress for students under each campus priority by student group, including special education and emergent bilingual students. When a priority is off track, the team identifies the barrier from student work and walkthrough evidence, adjusts intervention groups, Tier 1 instruction and coaching within two weeks, and reviews the result at the next checkpoint. Each June, the DCSI submits the Improvement Reflection with milestone completion and student outcome results, and EOY results reset the priorities and milestones for the following year.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Campus: The principal is responsible for milestone progress and keeps the milestone tracker current, with the assistant principals, instructional coaches, and PLC facilitators reviewing the milestones they lead.

Principal manager: The principal manager reviews milestone status with the principal and approves adjustments.

DCSI: The DCSI reviews milestone progress across both years of the plan, leads the MOY and EOY stepbacks with the Region 20 SI case manager, and submits the June reflection each year.

District leaders: District leaders, including the district RLA coordinator, review milestone and student data in the LIFT performance management routine with Great Minds.

Superintendent: The superintendent reviews milestone status and progress toward student outcome goals in the Superintendent Accountability Meetings.

How frequently will progress toward milestones be reviewed?

Monthly

## How will milestone progress data be collected?

Each milestone's evidence is collected on a set schedule from the systems the campus already uses:

Walkthroughs and feedback: Campus leaders log walkthroughs, action steps and feedback weekly in Eduphoria, which shows cadence by teacher tier.

Student assessment data: Leaders and teachers pull released STAAR, Mid-Module Assessment and SpringBoard Embedded Assessment results through Eduphoria Aware after each testing window. The Research, Evaluation, Assessments, and Accountability (REAA) department provides BOY, MOY and EOY MAP reports and growth tables. All results are reviewed by student group, including special education and emergent bilingual students.

PLC and coaching data: PLC quality is captured on the LIFT PLC Observation Tool. Coaching logs, co-teaching schedules, Tier 4 support plans and calibrated walk notes document coaching cycles and HQIM implementation.

Intervention data: Intervention rosters, the monthly intervention progress-monitoring tracker, and IXL and Zearn reports show which students are served, how consistently, and whether they are mastering targeted skills.

The principal compiles this evidence in a milestone tracker, rating each milestone Complete, On Track, At Risk or Off Track against its target. The tracker is shared weekly with the principal manager, monthly in the LIFT performance management routine and quarterly with the superintendent. Corrective actions for At Risk and Off Track milestones are logged with an owner and due date and checked at the next review.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

The milestone tracker and supporting data are shared on a set schedule with each group responsible for the plan:

Principal manager (weekly): The principal reviews the tracker with the principal manager, focusing on At Risk and Off Track milestones and the next steps for each.

District leadership (monthly): The tracker and campus data are presented in the LIFT performance management routine with the district implementation team and Great Minds, where action items are assigned owners and due dates.

Superintendent (quarterly): The principal presents milestone status and progress toward the student outcome goals at each Superintendent Accountability Meeting.

Campus staff (monthly): The principal shares milestone progress and next steps with teachers in PLCs and staff meetings so the whole campus knows where implementation stands.

CPOC (monthly): Progress on the milestones and student outcome goals is shared with the Campus Performance Objectives Council (CPOC), which includes parents and community members.

TEA: The DCSI reports milestone completion and results to TEA in the June Improvement Reflection each year of the plan, with Region 20 support at the MOY stepback.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 71           |
| Meets Grade Level      | 47           |
| Masters Grade Level    | 18           |

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 66           |
| Meets Grade Level      | 41           |
| Masters Grade Level    | 13           |

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 66           |
| Meets Grade Level      | 42           |
| Masters Grade Level    | 15           |

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

22

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

2

Not applicable: ELP Component goal (SY 26-27)

—

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 76           |
| Meets Grade Level      | 52           |
| Masters Grade Level    | 20           |

Not applicable: RLA STAAR goals (SY 27-28)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 71           |
| Meets Grade Level      | 46           |
| Masters Grade Level    | 15           |

Not applicable: Math STAAR goals (SY 27-28)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 71           |
| Meets Grade Level      | 47           |
| Masters Grade Level    | 17           |

Not applicable: overall STAAR goals (SY 27-28)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

22

Not applicable: Academic Achievement goal (SY 27-28)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

3

Not applicable: ELP Component goal (SY 27-28)

—

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

19

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

19

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

11

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Gus Garcia Middle School is completing a Turnaround Plan and is identified for Comprehensive Support and Improvement, and this plan builds on the structures already in place rather than adding new initiatives. The campus's 2026 results show that the work is moving: every rated area improved over 2025, and Closing the Gaps rose 21 points. The task now is to turn that growth into grade-level proficiency and to keep students who reached Meets from slipping.

The district has directed support to the campus accordingly. A principal manager meets weekly with the principal, and the district funds 27 days of Great Minds coaching in mathematics. Three full-time instructional coaches in math, literacy and science co-teach for half of each day in assigned classrooms, modeling lessons alongside teachers, and spend the rest of the day on PLC facilitation, coaching cycles and walkthroughs. The district RLA coordinator facilitates the weekly RLA PLCs, and two intervention teachers staff a daily intervention class that has been in place since the first day of school.

The strategy is also aligned with Edgewood ISD's LIFT Action Plan. The PLC protocol, observation tools, coaching cycles and monthly performance management routine in this plan are the same ones used districtwide with Great Minds, so Gus Garcia's work is supported and monitored through systems already in place.

The campus's three priorities, presented at Superintendent Accountability Meeting 1, set the focus for intervention, coaching and PLCs. Because the CSI identification is tied to Closing the Gaps, every data review in this plan looks at results for special education and emergent bilingual students.

Upload additional documents (optional):

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